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AUTHOR	Francis, Norbert; Reyhner, Jon
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ABSTRACT

This book presents a proposal for the inclusion of indigenous languages in the classroom. Based on fieldwork in the United States and Mexico, it explores ways in which the cultural and linguistic resources of indigenous communities can enrich the language and literacy program. There are nine chapters in two parts. Part 1, "A Survey of Indigenous Languages in Education in the Americas," includes: (1) "Prospects for Learning and Teaching Indigenous Languages"; (2) "State of the Languages"; and (3) "Language Policy and Language Planning: The Role of the School and Indigenous Language Literacy." Part 2, "Curriculum and Materials, Classroom Strategies," includes: (4) "Promoting Additive Bilingual Development"; (5) "The Bilingual Classroom"; (6) "Biliteracy: Teaching Reading and Writing in the Indigenous Language"; (7) "Language Assessment"; (8) "Conclusion: A Teaching Model for Realizing the Potential of Additive Bilingualism"; and (9) "Resources for Schools and Communities." Five appendixes contain indigenous stories, sample cloze passages, the UNESCO 1953 Declaration on the use of vernacular languages in education, and sample plates from a bilingual interview. (Contains approximately 350 references.) (SM)

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